

**THE USE OF ENGLISH SONG IN INCREASING STUDENTS'
MOTIVATION IN LEARNING GRAMMAR
AT THE SECOND YEAR OF MTS
DARUL HIKMAH PEKANBARU**



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PEKANBARU
1432 H/2011 M**

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A Thesis

Submitted to Fulfill One of the Requirements
for Bachelor Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*The Use of English Song in Increasing Students’ Motivation in Learning Grammar at the Second Year of MTs DarulHikmahPekanbaru*” is written by Dasmariza, NIM. 10614003517. It has been accepted and approved to be examined in the final examination by The Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan SyarifKasim Riau, to fulfill a requirement for getting Undergraduate Degree (S.Pd.) in English Education.

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The writer

Dasmariza

ABSTRACT

Dasmariza (2011) :The Use of English Song in Increasing Students' Motivation in Learning Grammar at the Second Year of MTsDarulHikmahPekanbaru.

The purpose of this research is to determine the significant differences of students' motivation in learning grammar by using English song on experimental group and control group without English song, and to find out the effectiveness of the use of English song. Use of English song is one of the techniques in the ESL/EFL classroom. This is one way to relieve boredom, routine way of teaching and learning, to create a comfortable classroom atmosphere, and fun class.

This research was conducted on students of MTs DarulHikmah especially on VIII A2 and VIII B4 class. Types of data collection methods or instruments used are observation and questionnaire. Before conducting the research, researchers conducted a test of validity and reliability of questionnaire instruments. Then the researchers gave the pre questionnaire with the same format as the experimental class and control class. Next researchers gave the treatment (the use of English song) on the experimental class, while the control class only uses the conventional method. Teaching both methods is carried out 6 times of meeting on 3 topics grammar, with two meetings on each topic. At the end of the learning process researchers gave post questionnaire.

After doing research, the writer analyzed the data using the t-test formula, then the writer get the result of processing the data that there are significant differences between the motivation of students in experimental class and control class with the results of 2.821 or 1.67 <2.821> 2.39 meaning that t calculation is higher Than t -table at the significance level of 5% and 1%. Furthermore, it can be seen that the use of English songs is effective to enhance students' motivation in learning grammar.

ABSTRAK

Dasmariza(2011)

**:PenggunaanLaguBahasaInggrisdalamMeningkatkanMotiva
siSiswadalamBelajar Grammar di KelasDua MTs
DarulHikmahPekanbaru.**

Tujuanpenelitianiniadalahuntukmengetahuiperbedaan yang
signifikandarimotivasisiswadalambelajar grammar
denganmenggunakanlagubahasaInggris pada group eksperimendantanpalagupada
group control,
danuntukmengetahuieffectivitasdaripenggunaanlagubahasaInggris.Penggunaanlagubah
asaInggrisadalahsalahsatutehnikpadakelas
ESL/EFL.Iniadalahsalahsatucarauntukmenghilangkankebosanan,
kerutinancaramengajardanbelajar, dandapatmembuatsuasanakelasmenjadinyaman,
danmenyenangkan.

Penelitianinidilakukanpadasiswa MTs DarulHikmahkhususnyakelas VIII A2
dan VIII B4.Jenismetodeatau instrument pengumpulan data yang
digunakanadalahobservasidanangket.Sebelummelakukanpenelitian,
penelitimelakukanujivaliditasdanreliabilitaspada instrument
angket.Kemudianpenelitimemberikan pre questionnaire dengan format yang
samapadakelaseksperimendankelas control. Selanjutnyapenelitimemberikanperlakuan
(penggunaanlagubahasaInggris) padakelaseksperimen, sedangkanpadakelas control
hanyamenggunakanmetodekonvensional.
Pengajarankeduametodetersebutdilakukansebanyak 6 kali pertemuanpada 3 topik
grammar, dengandua kali pertemuanpadamasing-masing topic.Padaakhir proses
belajarmengajarpenelitimemberikan post questionnaire.

Setelahmelakukanpenelitian, penulismenganalisa data
denganmenggunakanrumus t-test, kemudianpenulismendapatkanhasilpengolahan data
bahwaadaperbedaan yang
signifikanantaramotivasisiswapadakelaseksperimendengankelas control
denganhasil2.821 atau $1.67 < 2.821 < 2.39$ artinya t hitunglebihtinggidaripada t-table
pada level signifikan 5% and 1%.
SelanjutnyadapatdiketauibahwapenggunaanlagubahasaInggris effective
untukmeningkatkanmotivasisiswadalambelajar grammar.

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CHAPTER I

INTRODUCTION

A. The Background

Students' motivation in learning grammar is the most important one in learning grammar. English learners need motivation in order the purpose of learning itself achievable. It has an important role in learning. It is impossible for students involve in learning process without motivation on it because motivation is the key of learning. According to Mc. Donald in Sardirman A.M (2007:73), motivation is a change of energy in oneself that can be seen of "feeling" appearance preceded by respond to the aim. In this case, the interest toward something can grow the feeling up so that the result of learning to be optimal because the interest of something can grow students' spirit and enthusiasm to learning English.

Grammar is one of the crucial components in learning English. According to Oxford learner's Pocket Dictionary (2000:182) states grammar is the rules forming the word and making sentence. It means in wording we need rules to form the words and making sentence. There are some aspects that are included like tenses, modal auxiliaries, gerund, infinitive, adjective clause, conditional sentence, etc. Here the writer wants to obtain the student's motivation in learning grammar based on the syllabus and the textbook of the second class

those are focus on “Present Perfect Tense, Indirect Speech, and passive voice (present form).

The students need to be familiar with the grammatical system of English if they want to express their ideas in oral and written language properly. For example: in writing, we write some sentences, paragraphs, or essays, but our grammar is wrong, it will make the readers confused of understanding our ideas. Furthermore, grammar will also help students comprehend the reading text, listening and understanding the rules. So it can be concluded that language ability whether in spoken or written one can be evaluated based on grammar used. Even, the using of grammar will influence language meaning. Therefore, the students should pay attention when they are communicating from one to each other.

The students of second year of MTs Darul Hikmah have studied English during four semesters. Starting from the first semester, teacher just uses traditional method by explaining sentence pattern and only uses white board as media in learning grammar. Many teachers do not know what the students' need in classroom. In learning English, some of the students are not active; they tend to be bored following English lesson, and they are reluctant to take a note because the teacher mostly gives explanation, some examples on the board and instructs the students to do exercises. Even though the English teacher has motivated the students to learn English such as by doing a game in the teaching and learning process and telling the advantages of English, yet they are still unmotivated. They

are not interested the routine teachers' teaching. These reasons are caused by the lack of enjoyment that the teacher creates in the classroom so that the students are not interested in learning grammar.

In fact, if we pass through the students coincidentally, we often hear they sing English songs easily, surprisingly they sing it well. They look pleased and enjoy it much as if they were singing a song in their first language (Indonesian). Yet, if we compare when they are learning English, they get difficulties in comprehending what the teachers teach.

Therefore the use of English song is one of the good ways to make the students motivated in learning grammar. The teacher teaches kinds of grammar theory innovatively and the music can make the students learn in good atmosphere without getting bored, besides all of the students can interact in teaching and learning process, and they do not realize that they have memorized and practiced the utterances with correct grammar automatically.

Yet, most of English teachers always prioritize their capability in teaching grammar class without other media. It is not enough yet to make students more active. Students' motivation will not come without supporting media.

As Hussin in (<http://iteslj.org/techniques/Hussin-Motivation/>) states that teachers need to find creative ways to teach the language and increase the student's motivation to learn the language and to eventually appreciate the language. Meaning that in teaching language, the teacher should provide some

activities, not only teach about how to use grammar correctly but also apply how the students are able to use English appropriately. The teacher can use interesting communicative task or activity to attract the students' attention in order to improve the students' motivation.

In this case, the writer finds any ideas for using song in teaching to motivate students in learning grammar by using audio media such as laptop. Beside that, we can use the other media such as tape, VCD or DVD. According to Griffecin Hapizah. S (1999:23) the use of song is one consideration of the methods to learn grammar in EFL setting. The methodological purpose with songs in class is possibly rank in the following:

1. Teaching grammar
2. Practicing pronunciation
3. Teaching vocabularies
4. Teaching speaking
5. Teaching listening comprehension
6. Developing writing skill

As Murphey, (1992) states music is easily observable as a motivator and enhancer, a reinforcer, and a centre-piece for communication in the classroom, converting the laborious study of a language into a pleasurable experience.

Accordingly, English songs can be used for a wide variety of EFL learning and teaching activities. As Brown (2006) states that traditional songs can also be used in grammar, vocabulary, and pronunciation exercises. Beside the students can study grammar from the lyrics of song happily and also can increase students' motivation in learning English grammar.

In other countries like China, Malaysia, Turkey, etc. the English teachers have been using English song in their teaching process. According to Abong in Hapizah (2007:1), English song in English class can make students active, interested, and joyful. Therefore by using song in English class will help and make students being motivated, interested, and active.

It is clear that kind of technique that improves students' motivation as follows:

1. To build self confidence
2. Believe our selves
3. Find out the goal or needs

Based on the explanation above, it is clear that the success of a teaching and learning process is instilled by motivation of the learners themselves. The English teacher has been tried to motivate the students to learn. In fact, they are still unmotivated. This phenomenon can be depicted as follows:

1. Some of the students are unmotivated in learning grammar
2. Some of the students are not active when they are learning grammar

3. Some of the students are not serious in learning grammar
4. Some of the students feel bored in learning grammar
5. Some of the students get difficulties in comprehending grammar.
6. Some of the students take a note reluctantly.
7. Some of the students are not able to apply grammar in speaking or writing well.
8. Some of the students are not relaxed when learning grammar.

Based on the background and phenomenon stated above the writer is interested in carrying out the research entitled:

THE USE OF ENGLISH SONGS IN INCREASING STUDENTS' MOTIVATION IN LEARNING GRAMMAR AT THE SECOND YEAR OF MTS DARUL HIKMAH PEKANBARU

B. The Problem

Based on the background stated above, it is clear that in majority of the second year students of Mts Darul Hikmah Pekanbaru get low motivation in learning grammar. That is why writer will identify the problems as the following:

1. The Identification of The Problems

Based the description above, it is clear that the students do not have motivation in learning grammar yet. The writer will identify the problems as the following:

1. Why are the students not motivated in learning grammar?
2. Why are the students not active when they are learning grammar?
3. Why are the students not serious in English learning?
4. What are the factors that make the students feel bored in learning grammar?
5. Why do the students get difficulties in comprehending grammar?
6. Why do the students take a note reluctantly?
7. Why are the students not able to apply grammar in speaking or writing well?
8. Why are the students not relaxed when learning grammar?

2. Limitation of The Problems

The writer focuses the problem “the use of English songs in increasing students’ motivation in learning grammar at the second year of Mts Darul Hikmah Pekanbaru.

3. The Formulation of The Problem

1. Is there any significant difference of motivation between students who are taught by using English song and those who are not?
2. Is the English song effective to increase students’ motivation in learning grammar?

C. The Objective and Significance of the Research

1. The Objective of the Research

The objective of this research is:

1. To find out if there is any significant difference of motivation between students who are taught by using English song and those who are not?
2. To identify whether the English song is effective to increase students' motivation in learning grammar?

2. The Significance of the Research

The significance of the research is an experiment due to contribute some ideas. The English teacher has not used this methodology in teaching English yet. Therefore, the writer will try this experiment in teaching English to increase students' motivation in learning grammar through English songs.

The researcher intends to carry out the research because it is aimed:

- a. To give contribution in learning grammar at the second year of MtsDarulHikmahPekanbaru.
- b. To give information and solution for English teachers and others who concern in learning grammar by using English songs.
- c. To help the writer to enlarge her knowledge and experience about the using English songs in increasing students' motivation and this research can help the writer in the future in teaching English.

- d. To fulfill one of the S.1 degree of education at English Education Department of Education and Teachers Training State Islamic University of Sultan Syarif Kasim Pekanbaru Riau.

D. The Reasons of Choosing the Title

- a. The research has never been investigated yet.
- b. The problems of the research are very interesting and challenging to be investigated in term of teaching and learning English as a language teaching.
- c. The writer assumes that an English song is a good alternative to increase students' motivation because English song is an authentic source.

E. The Definition of the Term

1. Song

Hornby (2000:133) said that song is a piece of music with words that is sung. Another definition according Manser in Hapizah (1995:395), song is poem set to music, intended to be sung. In this case, there are many genres of English songs they are pop, rock, and many others. In this research the writer will use pop songs with certain grammar inside of the lyrics.

2. Increasing

Hornby (2000:603) said that increasing is something to become greater in number, quantity, size, etc. in this research increasing means that the English songs could increase students' motivation in learning grammar.

3. Motivation

Motivation is the factors that determine a person desire to do something (Longman: 238) in this research, motivation means as factors that cause students get motivation in learning grammar.

4. Grammar

According to Brown (1994:34) grammar is a system of rules governing the conversion arrangement and relationship of words in sentence. Then, Hornby (1989:542) said that grammar is study or sentence of rules for forming words and combining them into sentence. In this research that the writer wants to investigate based the syllabus at the second year of state MTs DarulHikmahPekanbaru.

CHAPTER II

THE THEORETICAL FRAMEWORK

A. Motivation

Motivation is very important for every student, because motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents. As Brophy, 2004; Svinicki, 2004; Wlodkowski, 1999 in Barbara (2009:278) state that many factors effect students' motivation to study and learn: interest the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. Therefore it is needed teacher's effort to enhance the students' motivation.

According to Davis (2009:279) states that using teaching strategies that engage and actively involve students is one of the strategies to encourage students to become self motivated learners.

Motivation is one of the psychology factors influence students in learning process. According to Syah in Hapizah (2004:147), there are many factors which including the psychology aspect. It can influence the quality and quantity of students learning acquisition. But the students' spiritual factors are more observable generally as follows:

a. The level of students intelligence

The students that have more intelligence will determine their success in learning.

b. Students' talent/aptitude

This is the potential skill that someone has to reach the success in the future. Generally it is almost the same as intelligence.

c. Students' motivation

The motivation can be divided into two kinds, as follows:

1. Internal motivation

It is a condition of students themselves that can motivate them to study , this is including the students' interest and needs on the material

2. External motivation

It is a condition of outside of students individual that motivate them to study. For example recommendation, present, school regulation, teacher's model, etc.

d. Students' attitude

This is the phenomenon internal which is dimensioned effectively. For example: response tendency on the objects, people, things, etc.

e. Students' interest

Naturally, this is a great willingness on something. According Hidi&Renninger in Seifert (2011:113) states that when students learn from interest they tend to devote more attention to the topic than if they learn from effort. The finding is not surprising since interest is another aspect of *intrinsic motivation*—energy or drive that comes from within.

According to Brown, there are two kinds of motivation, they are:

a. Intrinsic motivation.

According to Edward Deci in Brown (1994:38) intrinsic motivation activities are ones for which there is apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an instrinsical reward. Furthermore, Edward said that intrinsically motivated behavior is aimed at bringing about certain internallyrewarding consequences, namely, feeling of competence and self determination.

b. Extrinsic motivation

Extrinsic motivation carried out in anticipation of reward from outside and beyond one self. Typical extrinsic reward is money, grade, etc.

Beside that, according to Oxford and Shearin (1994) in (<http://iteslj.org/techniques/Hussin-Motivation/>), analyzed a total of

12motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning such as in following:

- a. Attitudes (sentiments toward the learning community and the target language)
- b. Beliefs about self (expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- c. Goals (perceived clarity and relevance of learning goals as reasons for learning)
- d. Environmental support (extent of teacher and peer support, and the integration of cultural and outside of class support into learning experience)
- e. Personal attributes (aptitude, age, sex, and previous language learning experience)

From the factors that impact motivation in language learning above, we can conclude that motivation as crucial factor which interacts with the other factors involved in language learning.

In learning grammar we are not only judicious attention to grammatical form, but we must know the techniques that we must focus on learning grammar, such as in the following:

- a. The techniques are embedded in meaningful, communicative contexts.
 - b. The techniques contribute positively to communicative language.
 - c. The techniques promote accuracy within fluent communicative language.
 - d. The techniques do not overwhelm students with linguistic terminology.
 - e. The techniques are as lively and intrinsically motivating as possible.
- from explanation about motivation above, we know that students is the important thing in learning grammar, because students' motivation is one of the factors that is helpful for the students to be successful in learning grammar. Motivation also makes the students interested, diligent, and joyful learning spontaneously.

B. The Nature of Grammar

Grammar is very crucial for learners because grammar occupies position as a major communicative competence. Grammar tells how to construct a sentence like word order, verb, noun, modifiers, phrase, clause, tenses, etc.

Based on the definition as Michael (1998:375) states that grammar is the study of the form of words and of the way they are arranged in phrases and sentences, besides it is a system of rules for speaking and writing a particular

language. This opinion is in line with Brown (1994:34) said that grammar is a system of rules governing the conversation arrangement and relationship of word in sentence. Then, Hornby (1989:524) said the grammar is a study or science of rules for forming words and combining them into sentence. This statement describes that grammar is one of the language components that gives more contributions in order to master the four language skills, such as listening speaking, reading, and writing.. Grammar will give a great influence to the mastery of the four language skills.

Therefore, the mastery of grammar plays a prominent role in understanding a language. Besides, grammar also helps students to comprehend the reading text, writing, listening, and speaking. Therefore the students are demanded to have grammar ability, in order that they can apply it correctly in their daily spoken and written language. In other words they are expected to know the function of language in communication.

C. English Song.

English song is one of the practical ways for the students to increase students' motivation in learning grammar. As Michael (1998:841) said that song is the act of art of singing. Songs can provide an excellent authentic example of grammar in action. This activity employs the medium of song to motivate students and encourage them to make inferences about the meaning of the song. It further uses the song's lyrics to reinforce a previously taught grammatical point.

The scientists say (in learning through songs book) that songs can enter our brain in a different or printed things they go to different part of brain, and they often sink there deeply. That is why, we may suddenly remember a phrase from a song that we have not heard since we are still young. Furthermore, scientific reveal that when both hemispheres of the brain are working at the same time as we participate in learning songs, the learning is more complete and longer lasting. It reminds us where we were still childhood or when we were at elementary school the teacher taught us some songs and as a result we have been remembering that songs until now.

D. How Song can Help?

According to John (1978:62) said that music in class has benefits for the students that is likely apt to listen attentively, by improving their grammar, vocabularies, pronunciation and culture background of the songs, it can serve as discussion material and allow the students a chance to relax in learning English.

In other hand, we can give copy to the students. They can hear as well as they can read the text. The matching sentences should be underlined too. According to Griffie in Hapizah (1999:7) states that learning English through song should consider the suitable songs for them. How many students are there in the class and kind of songs they like? it means that they like the song and the teacher does too.

Active, creative, innovative, and fun learning process in teaching grammar using English song technique is expected to improve the students' motivation, because Walker Books in Kusnandi (2008) stated that the benefits of music and rhyme of song used in teaching and learning are:

1. Giving stimulus between neuron webs.
2. Exciting mind.
3. Improving concentration and memory
4. Making students cleverer.
5. Increasing cognitive aspect.
6. Increasing emotional intelligence.

Beside that, English songs have many advantages in the classroom. As Coghian in Hapizah (2006:10) states learning through song by using contrary or popular songs, it means that the song have been selected for them, which are already familiar to teenagers, the teacher can meet the challenges of the teenagers' need in the classroom. Since songs are highly memorable and motivating, in many form they may constitute a powerful subculture with they own rituals.

Moreover, Grenough in Hapizah (2004:12) said that if the teacher selects the songs, there are some reasons in the following:

- a. Enjoyment the music is often familiar and can be sung easily by the students.

The accompanying cassettes provide a professional back up that invite people to sing along easily. The music is up and fun to follow.

- b. Clarity. The words of the song introduce and reinforce pronunciation, vocabularies and grammatical pattern in meaningful and easy to remember context.
- c. Learning value. The songs have been chosen carefully to illustrate particular verb tense, grammatical structure, vocabularies and pronunciation.

By Marry M. Lynch in (<http://www.explongingbroad.com/article/songs-for-English.hlm>) indicated that there are some key reasons songs can work exceedingly well the foreign language classroom include the following:

- a. Song almost always contains authentic natural language.
- b. A variety at new vocabulary can be introduced to the students through songs
- c. Songs are usually very easily obtainable
- d. Song can be selected to suit the need and interest of the students.
- e. Grammar and culture aspects can be introduced through songs.
- f. Time length is easily controled.
- g. Students can experience a wide rang of accents
- h. Song lyrics can be use in relating to the situations of the world around us
- i. Students think songs are natural and fun.

E. Teaching Media

The word of media comes from Latin language definite as “mediator”, “intercession”, or “intermediate”. In Gearlach and Elly (1971: in Fathurrohman and Sutiko, 2007:65) said that media are persons, materials, or events that found a

condition that knowledge, skills and attitude. Then, Suparman (1971 in Fathurrohman and Sutiko, 2007:65) said that media is the tool used to distribute the message of information from the sender to receptor of the message. It means that media is the same as the facilitator or supporting tool that used by the teacher in teaching the learning process. There are many kinds of media, such as: picture, cassette, DVD, VCD, puzzle picture, flash card, etc.

Media which is categorized as instructional media is divided into three parts:

- a. Visual media (seeable) is media that only able to see. Such as: blackboard, picture, map, graphic, poster, etc.
- b. Audio media (hearable), it is only able to hear. Such as radio, tape, recorder, phonograph recorder, etc.
- c. Audio-visual media (seeable and hearable) is able to see and hear media, such as computer, TV, etc. Audio- visual media consist of two kinds and they are:
 1. Silent audio-visual media is media that show silent sound and silent picture, such as sound slides film and scheme sound film.
 2. Movement audio-visual media is media that can show sound and picture which is movement, such as sound film and video cassette.

F. The Functions of Media

According to Nana Sudjana (1991: in fathurrohman and Sutiko, 2007:66) there are some function of media, they are:

1. Using media in teaching more focused to speed up teaching and learning process and help the students in catch the definition given by the teacher.
2. Using media in teaching and learning process is not additional function, but it has the own function as the helper tool to realize the situation of effective teaching and learning process.
3. Using media in teaching is not only as an instrument tool used just for completing studying process to make more interested the students' attention.
4. Using media is the integral part of the whole of teaching situation. It means that media in teaching is one of the elements that should improved by the teacher
5. Using media in teaching focused to make the quality of teaching and learning is the higher.

G. The Students' Motivation in Learning Grammar by Using English Songs

Motivation is key of success in learning English because if students are not bored with the material and the difficult material is not trusted them, so the natural inclinations of all students to learn will be improved. Actually, there are many ways that can be used to motivate the students in learning process, especiaally in learning English. But, English song is the best one. In the other countries, English songs have been applying in classroom. Such as America Latin, English songs have been already attended. They use English songs in learn

basic vocabulary, grammar and the students also are capable in translation, then English song also can improve students' interest in speaking.

Beside that, in China the popular English songs can be applied in EFL classroom and it can serve as a stimulus the students, not only to increase students' interest, motivation, and self confidence in language learning, but also to minimize their involvement like involving themselves in classroom, interaction like talking to each other, and production (using their own language).

The students of junior high school as teenagers or adults usually like something that can make them enjoy in classroom and English song is one of the ways that can help and make the students are enjoy in learning grammar because English song can be entertainment for the students.

Dealing with opinion of ArifSaricoban&EsenMetinin (<http://iteslj.org/Techniques/Saricoban-Songs.html>) stated that grammar teaching has often been regarded as a structure based formal activity. After the integration of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained a new insight. In the teaching of grammar, technique-resource combinations are often modified to structure-discourse match and if well developed, they can be used effectively for all phases of a grammar lesson. In order to make a grammar lesson effective, beneficial, and interesting a teacher should use some well-developed and fascinating techniques in the classroom. In the present paper, the examples of such integrated sources

and techniques -the use of songs, verse, games, and problem solving activities- will be clarified and several examples will be provided.

Beside English song can make the students are enjoy in learning grammar, English song also enable to increase students motivation such as story of love and traditional folk songs which make them easy to follow and understand. In Brwon's book (1994:11) motivation was examined as a factor of number of different kinds of attitudes.

In addition, Saricoban (2000) states that as a consequence, the use of songs in language classrooms provides many advantages. They entertain and relax the learners while they are learning or practicing a structure, and they often eliminate the students' negative attitude towards learning. Through providing authenticity and context they make the grammar points more understandable and easy. As language teachers, we can benefit from using songs, since our concern is to motivate the students and draw their utmost attention on the subject during teaching.

Therefore, it is clear already that use of English songs in class can increase students' motivation, and students' interest in learning. Then English songs also can make the students are enjoy, active, not bored, and diligent in learning grammar. Thus, the use of song is one of the good techniques in the classroom.

H. Joyful Learning

One of the learning theories clarifies that as difficult as the lesson material if it is studied in pleasant atmosphere, so, the lesson will be easy to comprehend. On the contrary, even though the material is not too difficult to study, but if the atmosphere is boring, not interesting, moreover the students learn under pressure, so that the lesson will be hard to comprehend. Based on the ideas above, to make the students are easy to comprehend the material they need to study in a good atmosphere, attractive, and motivating. As Peter Kline in Hartono (2008:30) said that learning is most effective when it's fun. Hartono added that the class should use media in teaching learning process. Therefore the use of English song is one of the exploiting of media in teaching and learning.

Lo and Li in Schoepp(2001) offer similar suggestions, writing that songs provide a break from classroom routine, and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced. It means that the songs play a significant role in motivating students to learn English. They can support the development of learners' abilities in reading, writing, listening and speaking, as well as provide opportunities for learning pronunciation, rhythm, grammar and vocabulary.

Besides, Schoepp (2001). States there are some point of view from the students about the using English songs in learning one of them is English songs are fun, accessible, relaxing, and motivated. That means English songs can make the students enjoy learning.

I. The Characteristics of Motivation in Learning and the Way to Measure It.

Motivation can make the students are enjoy, interest, not bored, in learning. Beside that, the students who have motivation are often justified through the following characteristics:

- a. Students give the intention in learning
- b. Students do the positive activities that related to the learning, including:
 - 1. Students sit in the classroom during the lesson
 - 2. Students make note
 - 3. Students review their lesson at home
 - 4. Students ask the teacher when they do not understand
 - 5. Students answer the teacher's question
- c. Students solve and look for the questions

J. The Relevant of the Research

As a matter of fact, there are a lot of previous researches regarding with "an analysis of teaching English using songs in increasing students' motivations at SDN 021 Perkebunan Sei Lala" this research is written by Eka Sinta Sari (2007), based on this research says that English songs can increase students'

motivation in teaching and learning English like grammar, pronunciation, vocabulary, writing, etc. In this research says that students can study grammar by using lyrics of songs.

Here, she found out there was a significant correlation between students' motivation in teaching and learning and using English song, beside that, she found students' motivation is very important because motivation is energy that can motivate and attract students to do something. Beside that she also found teaching English by using English songs is applying well. Based on the interview to the teachers, it seems that the technique had been applying English songs well.

The similar secearch is also conducted by Nurpadilah (2009). Her title is "the implementaton of teaching English by using English song in improving students' vocabulary of the fifth year of 002 elementary school Pekanbaru Barat" this is descriptive study from two teacher's sample ; she makes an observation and interview to collect the data.

This research conducted to identify the implementation of teaching English by using English song and to find out the factors that influence the implementation of teaching English by using English song in the classroom.

Based on this research the implementation of teaching English by using English song is not run well. It can be seen from the result that 49,5% in Yes categorized and 50,5% in No categorized. It means that the teacher

implementation of teaching English by using English song is not apply well yet and categorized into low category.

She found the factor that influence the teacher implementation of teaching English by using song, they are: the first is the students lack of vocabulary. The second is the teacher has difficulties in teaching by using English song. Finally she suggest that the teacher should review the technique of teaching English by using song and build the students competence in learning English activity.

K. The Operational Concept

Operational concept is the concept that uses to avoid misunderstanding and misinterpretation in the scientific study because the concept is still operated is an abstract from the research. The writer wants to find out the effectiveness of English songs in increasing students' motivation in learning grammar.

In this research, there are two variables they are the use of English songs symbolized by X and students' motivation in learning grammar symbolized by Y. in this research the data will take through test.

The procedures of using English song in teaching grammar:

a. Experiment Class

1. The teacher plays the songs as warming up before begin the lesson.
2. The teacher tells the topic and the purpose of playing a song
3. The teacher hands over the lyrics to students
4. The teacher plays a song two times then sing together

5. The teacher elicits from students what they have understood.
6. The teacher and students translate the lyric of song
7. The teacher explains about grammar future and put relevant information on the whiteboard
8. The teacher asks students to underline in the lyrics instances of the targeted grammatical feature and ask them volunteers to write on the whiteboard of the examples they have found.
9. The teacher evaluates the students.
10. The teacher makes sure the students understand about the lesson and then give them homework.
11. The teacher plays the song again as closing the class

b. Control Class

1. The teacher tells the topic
2. The teacher gives explanation about the topic.
3. The teacher gives some examples.
4. The teacher asks the students to make some examples based on the topic.
5. The teacher asks the students to do exercise.
6. The teacher evaluates the students

2. The Indicators of Students Motivation

1. Students give the attention in learning grammar
2. Students involve actively in teaching learning process

3. Students do not leave the classroom during the English lesson
4. Students make note
5. Students review their lesson at home
6. Students ask the teacher when they do not understand
7. Students answer the teacher's question
8. Students solve and look for the questions
9. Students show the positive behavior during the English lesson
10. Students enjoy the class without boredom.

L. Assumption and Hypothesis

a. Assumption

In this research, the writer assumes about the use of English songs to improve students' grammar ability at MTs Darul Hikmah Pekanbaru as following:

1. The students' motivation in learning grammar is varieties
2. The nice atmosphere in the class will take the students' motivation.

b. Hypothesis

Ho: there is no a significant or positive effect of using English songs in increasing students' motivation in learning grammar.

Ha: there is a significant or positive effect of using English songs in increasing students' motivation in learning grammar.

CHAPTER III

RESEARCH METHODOLOGY

A. The Design of the Research

This research is an experiment research, which has two variables. A pre-test is used to find two parallel groups and to see the starting point of the groups. The researcher takes two groups whose means are the same or almost the same. The technique used in this research is the cluster sampling.

1. The Time and Location of the Research

This research was conducted within one month, January until February 2011 at MTs DarulHikmahPekanbaru.

2. The Subject and Object of the Research

The subject of this research is the students of the second year of MTs DarulHikmahPekanbaru, and the object is the use of English songs in increasing students' motivation in learning grammar.

3. The Population and the Sample

The population of this research is 253 students that consist of 8 classes. Female and male students are separated, 4 female classes and 4 male classes. Suharsimi (2006:134) indicates that if the amount of the subject is more than 100, it's better to take about 10-15% or 20-25%, or more. So, the writer takes 24% of them becomes sample of this research. The writer uses

cluster sampling to get sample. The total sample of this research is 60 students.

cluster sampling to get sample. The total sample of this research is 60 students. The researcher uses two classes only; they are VIII A2 (30 students) and VIII B (30 students). The experiment class is taught by using song technique and the control class is taught without using song technique.

Table 3.1
Total Population at the Second Year Students
MTs DarulHikmahPekanbaru

| Class | Population | | | |
|----------------|------------|-----------|-----------|-------|
| | Female | Male | Sample | Total |
| VIII A1 | 33 | - | | |
| VIII A2 | 30 | - | 30 | |
| VIII A3 | 29 | - | | |
| VIII A4 | 31 | - | | |
| VIII B1 | - | 34 | | |
| VIII B2 | - | 30 | 30 | |
| VIII B3 | - | 34 | | |
| VIII B4 | - | 32 | | |

| | | | | |
|--------------|------------|------------|-----------|------------|
| TOTAL | 123 | 130 | 60 | 253 |
|--------------|------------|------------|-----------|------------|

B. Instruments of the Research

a. Observation

In order to get some data that are needed to support this research, the researcher will use observation technique, and this technique is carried out to observe directly the process and the result on the use of English song in increasing students' motivation in learning grammar.

b. Questionnaire

To measure the students' motivation in learning grammar was used two questionnaires, namely pre and post questionnaire. According to Singh (2006:191) states that a questionnaire is a form which is prepared and distributed for the purpose of securing responses. It means that the questionnaires were distributed into two groups; they were experimental group and control group. The form of the questionnaires was about how far the students are motivated in learning grammar by using English songs or without using English songs. The questionnaires consist of some statements that describe students' motivation based on indicators of students' motivation.

To get the accurate data of pre and post questionnaires, the researcher measured the validity and reliability of the questionnaire items. The researcher tried to describe about the instrument of the research as follows:

C. Description of the Research Instrument

The aim of this research is to obtain the effect of using English song in increasing students' motivation in learning grammar among second year students at MTs DarulHikmahPekanbaru. To gain the data of research samples, the researcher constructed and used the instrument of the research. The researcher constructed 30 questionnaire items of 10 indicators in operational concept to measure students' motivation in learning grammar.

Table 3.2

The Example of Questionnaire Paper

| No. | Statements | Answer | | | | |
|-----|---|--------|---|---|-----|----|
| | | VA | A | D | VDA | DA |
| 1. | Grammar is an interesting lesson | | | | | |
| 2. | By using English songs students are motivated to the lesson | | | | | |
| 3. | English song give contribution in learning grammar | | | | | |
| 4. | It is more fun using English songs as a media in learning grammar better than | | | | | |

| | | | | | | |
|--|--------------------|--|--|--|--|--|
| | traditional method | | | | | |
|--|--------------------|--|--|--|--|--|

Explanation:

VA = Very Agree

A = Agree

D = Doubt

VDA = Very Disagree

DA = Disagree

To measure the validity and reliability of the research instruments, the researcher distributed the questionnaire to the other class in which it was not as sample group in this research. Then the researcher analyzes every item of questionnaire before using them into the experimental and control group. According to Henning in Amin Khairi (2009:46) stated that the validity refers to the appropriateness of a given test or any of its components as a measure of what is supposed to measure. It means that if the researcher wants to get valid data in this research, the researcher must test the validity of the research instruments used.

After testing the validity and reliability of questionnaire items used, the researcher distributed the questionnaire to both the sample groups. There were

two questionnaires given to the experimental and control group, they were pre and post questionnaire. Pre questionnaire was distributed to both groups of the students before conducting the session of teaching process. Post questionnaire was distributed to both groups of the students after conducting the session of teaching process. The questionnaire items were constructed to find out the effect of using English song for experimental group and conventional teaching strategies for control group to find out their motivation in learning grammar after using those strategies for different group of the students.

The main purpose of giving them pre questionnaire was especially to find out the students' motivation in learning grammar before implementing the teaching strategies both the two groups. While post questionnaire was intended to find out data about there is or not the estimated impact of using English song. And then to know the effect of using English song in experimental group, the researcher compared with the result of pre and post questionnaire in control group which was taught by using conventional strategies.

1. Validity of Questionnaire Items

Based on Wiley(2005:106), the concept of *validity* refers to *what* the test or measurement strategy measures and *how well* it does so. Conceptually, validity seeks to answer the following question:“Does the instrument or measurement approach measure what it is supposed to measure?” this statement

is in line with the concept state by Hartono (2010:85), “validity of research instrument of test, questionnaire or observation can be determined by using factor analysis, namely by correlating between instrument item score and total score. It means that the researcher can use product moment correlation.

To measure the validity of questionnaire items that used in this research, the researcher distribute the questionnaire in other groups as try out group, it was not chosen from sample group, but it outside of the experimental and control group. The researcher chose the students of VIII A1 class. They were consisted of 10 respondents. The questionnaire consisted of 30 statements and has five possible answers.

To know the validity of the questionnaire items, the researcher used the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

$$t_{test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t : score of t-test

r : correlation of coefficient of r_{test}

n : number of respondents

(Hartono, 2010:85)

Table 3.3
Recapitulation of Research Instrument Validity

| Number of item | t Test | t Table | Validity | Classification |
|-----------------------|---------------|----------------|-----------------|-----------------------|
| 1 | 2.734899411 | 1.397 | Valid | Used |
| 2 | 5.308732862 | 1.397 | Valid | Used |
| 3 | 3.133182146 | 1.397 | Valid | Used |
| 4 | 2.863599166 | 1.397 | Valid | Used |
| 5 | 2.683441223 | 1.397 | Valid | Used |
| 6 | 1.781236799 | 1.397 | Valid | Used |
| 7 | 1.718639078 | 1.397 | Valid | Used |
| 8 | 0.625616305 | 1.397 | Invalid | Revised |
| 9 | -5.908548181 | 1.397 | Invalid | Revised |
| 10 | 1.739835345 | 1.397 | Valid | Used |
| 11 | 2.37267883 | 1.397 | Valid | Used |
| 12 | 3.813629887 | 1.397 | Valid | Used |
| 13 | 3.461557286 | 1.397 | Valid | Used |
| 14 | 0.821578703 | 1.397 | Invalid | Revised |
| 15 | 3.743667223 | 1.397 | Valid | Used |
| 16 | 4.803175621 | 1.397 | Valid | Used |
| 17 | 2.751992476 | 1.397 | Valid | Used |
| 18 | 2.350165255 | 1.397 | Valid | Used |
| 19 | -0.258752024 | 1.397 | Invalid | Revised |

| | | | | |
|----|-------------|-------|---------|---------|
| 20 | 1.356216228 | 1.397 | Invalid | Revised |
| 21 | 1.20839426 | 1.397 | Invalid | Revised |
| 22 | 3.126972608 | 1.397 | Valid | Used |
| 23 | 1.852169467 | 1.397 | Valid | Used |
| 24 | 1.991906537 | 1.397 | Valid | Used |
| 25 | 5.778520939 | 1.397 | Valid | Used |
| 26 | 2.037885836 | 1.397 | Valid | Used |
| 27 | 5.537717277 | 1.397 | Valid | Used |
| 28 | -5.35210352 | 1.397 | Invalid | Revised |
| 29 | 1.100569153 | 1.397 | Invalid | Revised |
| 30 | 2.755689487 | 1.397 | Valid | Used |

2. Reliability of Questionnaire Items

Based on Wiley (2005:101), Reliability refers to the consistency or dependability of a measurement technique, so that it is a necessary characteristic of any good research instrument used to collect the data can trusted since the instrument was tasted (Hartono, 2010:101). To know the reliability of the questionnaire items in this research, the researcher used the formula of alpha as follows:

1. To know the score variants of each item with following formulas:

$$S_i = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N}$$

Explanation:

S_i : Variants of items score

$\sum X_1^2$: Total square of X_i

$(\sum X_1)^2$: total items of X_i are squared

N : number of respondents

2. Totalscore of all variant items

$$\sum S_i = S_1 + S_2 + S_3 + \dots S_n$$

Explanation:

$\sum S_i$: Variant total of items

$\sum S_i = S_1 + S_2 + S_3 + \dots S_n$: variant of 1st, 2nd, 3rd item

3. Variant total

$$S_t = \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{N}}{N}$$

Explanation:

S_t : Variant total

$\sum X_t^2$: The square total of X

$(\sum X_t)^2$: the total X is squared

N : number of respondents

4. Value of Alpha

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_i}{S_t} \right)$$

r_{11} : Reliability value

$\sum S_i$: Variant number of item score

S_t : Total of variants

k : number of items

Where :

k : 30 items

$\sum S_i$: -9.86

S_t : 9455.96

$$r_{11} = \left(\frac{10}{10-1} \right) \left(1 - \frac{-9.86}{9455.96} \right)$$

$$= (1.111)(1.001)$$

$$= 1,112$$

$$r_{tabel} = N - 2$$

$$= 10 - 2$$

$$= 8$$

Based on the formulation above, the inference of the score obtained (1.112) compared to r_{tabel} of product moment at level 5% is 0.632 and at level 1% is 0.765 ($0.632 < 1.112 > 0.765$). It means that the questionnaire is **reliable**.

D. Technique of Data Collection

According to Yogesh Kumar Singh (2006:212) states that “the data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.” The researcher collected the data of questionnaire. Then, the data were analyzed qualitatively and quantitatively, as follows:

1. The researcher distributed questionnaire to the students in other class as try out.
2. The researcher analyzed reliability and validity of try out data. Then, the researcher would improve the questionnaire items before using it as pre questionnaire and post questionnaire for experimental and control group.
3. The distributed pre questionnaire into the experimental and control group to get data of students' motivation before implementing teaching process both groups.

4. The English teacher as an observer observed the researcher who was teaching on the experimental group by checking the observation lists that become indicators of using English song.
5. The researcher took post questionnaire after 6 time of teaching process in each group. Then the research compared the result of pre questionnaire and post questionnaire from the experimental and control group.

Table 3.4

Series of the Treatments for the Samples

| Subjects | Instructional Activities | | |
|--------------------|---------------------------------|----|----|
| Experimental group | T1 | X1 | T2 |
| Control group | T2 | X2 | T2 |

Note:

T1 : Pre questionnaire for both the experimental and control group

X1 : teaching by using English song

X2 : teaching by using conventional strategies

T2 : post questionnaire for both the experimental and control group

E. Techniques of Data Analysis

In analyzing the data, the writer uses score based on the observation and questionnaires. In this case the writer tried to find out the effect of using English song on experimental group and whether or not significant difference between experimental group that is treated by using English song and control group taught by using conventional strategies. The researcher did the following computation on the observation lists of the use of English song in experimental group and the data of questionnaires of the student's motivation before and after implementing teaching process in experimental and control group, as in the following formula:

1. To find out percentage of observation result on experimental group, the formula is:

$$P = \frac{F}{N} \times 100$$

Where:

P = percentage

F = frequency

N = Number of items

The interpretation of the formula above is as follows:

| The Score Level | Category |
|------------------------|-----------------|
| 76% - 100% | Very Good |
| 56% - 75% | Good |

| | |
|---------------|------|
| 40% - 55% | Less |
| Less than 40% | Bad |

(Arikunto, 1998:246)

2. To test significant difference between the experimental and control group by using T-test formula, as follows:

- a. For experimental Group:

$$M_x = \frac{\sum x}{N}$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

- b. For Control Group

$$M_y = \frac{\sum Y}{N}$$

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

(Arikunto, 2006:311)

To find out the effect of using Englishsong, it can be seen by using another formula as follow:

Table 3.5

The Differences Impact Between Experimental and Control Group

| group | Time 1 | Time 2 | Difference |
|--------------|---------------|---------------|--|
| Experimental | T1 | T2 | $T2 - T1 = \text{experimental impact}$ |
| Control | T1 | T2 | $T2 - T1 = \text{control impact}$ |
| | | | Experimental impact – control Impact = Estimated Impact of using English Song |

(Jackson, 1995:75)

Note:

T1 : Pre questionnaire before implementing the use of English song for experimental group and usual strategies for control group.

T2 : Post questionnaire after implementing the use of English song for experimental group and usual strategies for control group.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

There are two data presentations presented by the researcher, they are data of the observation list and data of pre and post questionnaires of students' motivation in learning grammar, they are as follows:

1. The Observation Data of Using English Song

In order to present the data about the use of English song on experimental group, the researcher was able to collect six observations. To make it clear the data observation can be seen as follows:

The following frequency table describes about frequency of each item that becomes indicators of using English song on experimental group.

Table 4.1**The Recapitulation of Observation Data on Experimental Group**

| No | Indicators of using English song | Frequency | | | |
|------------|--|------------------|--------------|-----------|--------------|
| | | Yes | | No | |
| | | N | P | N | P |
| 1. | The teacher checks the attendance list | 6 | 100% | - | 0% |
| 2. | The teacher tells the topic and the purpose of playing a song | 3 | 50% | 3 | 50% |
| 3. | The teacher hands over the lyric to students | 6 | 100% | - | 0% |
| 4. | The teacher plays a song two times then sing together | 6 | 100% | - | 0% |
| 5. | The teacher elicits from students what they have understood. | 6 | 100% | - | 0% |
| 6. | The teacher and students translate the lyric of song | 3 | 50% | 3 | 50% |
| 7. | The teacher explains about grammar future and put relevant information on the whiteboard | 6 | 100% | - | 0% |
| 8. | The teacher asks students to underline in the lyrics instances of the targeted grammatical feature | 3 | 50% | 3 | 50% |
| 9. | The teacher asks for student volunteers to write on the whiteboard of the examples they have found | 6 | 100% | | 0% |
| 10. | The teacher makes sure the students understand about the lesson and then give them homework. | 4 | 66,7% | 2 | 33,3% |

| | | | | | |
|--------------|---|-----------|---------------|-----------|---------------|
| 11. | The teacher plays the song again as closing the class | 6 | 100% | - | 0% |
| Total | | 55 | 83,33% | 11 | 16,67% |

The table above shows that the result of observation of the use of English song on experimental group indicated the frequency of answer “Yes” is 55 or 83,33% and the frequency of answer “No” is 11 or 16,67% it can be interpreted that the percentage of using of English song is 83,33%; it is in 80% - 100% of score level, and it can be categorized as “very good” level.

2. The Student’s Motivation in Learning Grammar

After using the validity and reliability of the questionnaire items, the researcher distributed pre and post questionnaire into experimental and control group. And then, the researcher analyzed the data to get data about the students’ motivation at each questionnaire qualitatively and quantitatively. Before analyzing the data by using t-test formula, the researcher needed to change the ordinal data into interval data. It is presented as follows:

Table 4.2
The Data of Experiment Group

| No | Students | X_1 | X_2 | X | X^2 |
|--------------|------------|--------------------|--------------------|--------------------|-------------------|
| 1 | Student 1 | 70.45030675 | 49.99751142 | 10.62792877 | 112.9528699 |
| 2 | Student 2 | 64.31533742 | 49.99974033 | -0.40610038 | 0.164917519 |
| 3 | Student 3 | 60.63435583 | 50.00642706 | 20.44499415 | 417.9977858 |
| 4 | Student 4 | 49.59141104 | 49.99751142 | -5.31964812 | 28.29865612 |
| 5 | Student 5 | 70.45030675 | 50.0053126 | -6.54552752 | 42.84393052 |
| 6 | Student 6 | 44.68343558 | 50.0030837 | -1.26337554 | 1.596117755 |
| 7 | Student 7 | 43.45644172 | 50.00196924 | 32.73053516 | 1071.287932 |
| 8 | Student 8 | 49.59141104 | 50.85478658 | -5.32410593 | 28.34610395 |
| 9 | Student 9 | 82.7202454 | 49.98971024 | 21.684247 | 470.206568 |
| 10 | Student 10 | 44.68343558 | 50.00754151 | -6.55555761 | 42.97533558 |
| 11 | Student 11 | 71.67730061 | 49.99305361 | 17.98989196 | 323.6362127 |
| 12 | Student 12 | 43.45644172 | 50.01199933 | 15.54927768 | 241.7800364 |
| 13 | Student 13 | 67.99631902 | 50.00642706 | 16.76289809 | 280.9947524 |
| 14 | Student 14 | 65.54233129 | 49.99305361 | -7.77363585 | 60.42941433 |
| 15 | Student 15 | 66.76932515 | 50.00642706 | 14.31894045 | 205.0320556 |
| 16 | Student 16 | 42.22944785 | 50.0030837 | 5.71660995 | 32.67962932 |
| 17 | Student 17 | 64.31533742 | 49.99639697 | 2.03451389 | 4.139246769 |
| 18 | Student 18 | 55.72638037 | 50.00977042 | 3.26708004 | 10.67381199 |
| 19 | Student 19 | 52.04539877 | 50.01088488 | 8.17282659 | 66.79509447 |
| 20 | Student 20 | 53.27239264 | 50.0053126 | 4.49295944 | 20.18668453 |
| 21 | Student 21 | 58.1803681 | 50.00754151 | 15.55262105 | 241.8840215 |
| 22 | Student 22 | 54.4993865 | 50.00642706 | -1.64312433 | 2.699857564 |
| 23 | Student 23 | 65.54233129 | 49.98971024 | 11.86718163 | 140.8299998 |
| 24 | Student 24 | 48.36441718 | 50.00754151 | 6.94917608 | 48.29104819 |
| 25 | Student 25 | 61.86134969 | 49.99416806 | 13.11312123 | 171.9539484 |
| 26 | Student 26 | 56.95337423 | 50.00419815 | 3.26373667 | 10.65197705 |
| 27 | Student 27 | 63.08834356 | 49.97522233 | 3.27265231 | 10.71025314 |
| 28 | Student 28 | 53.27239264 | 50.00865597 | 2.04565844 | 4.184718453 |
| 29 | Student 29 | 53.27239264 | 49.99974033 | 10.62792877 | 112.9528699 |
| 30 | Student 30 | 52.04539877 | 49.99974033 | -0.40610038 | 0.164917519 |
| Total | | 1730.687117 | 1500.892949 | 229.7941677 | 4094.22298 |

Table 4.3**The Data of Control Group**

| No | Students | X₁ | X₂ | Y | Z |
|--------------|-----------------|----------------------|----------------------|--------------------|--------------------|
| 1 | Student 1 | 53.03490137 | 51.39958013 | 1.63532124 | 2.674275558 |
| 2 | Student 2 | 57.37047475 | 56.06484721 | 1.30562754 | 1.704663273 |
| 3 | Student 3 | 55.20268806 | 51.39958013 | 3.80310793 | 14.46362993 |
| 4 | Student 4 | 50.86711468 | 49.06694658 | 1.8001681 | 3.240605188 |
| 5 | Student 5 | 53.03490137 | 42.06904595 | 10.96585542 | 120.2499851 |
| 6 | Student 6 | 44.36375461 | 46.73431304 | -2.37055843 | 5.61954727 |
| 7 | Student 7 | 70.37719488 | 60.7301143 | 9.64708058 | 93.06616372 |
| 8 | Student 8 | 50.86711468 | 53.73221367 | -2.86509899 | 8.208792222 |
| 9 | Student 9 | 55.20268806 | 51.39958013 | 3.80310793 | 14.46362993 |
| 10 | Student 10 | 48.69932799 | 51.39958013 | -2.70025214 | 7.29136162 |
| 11 | Student 11 | 63.87383481 | 63.06274784 | 0.81108697 | 0.657862073 |
| 12 | Student 12 | 42.19596792 | 39.73641241 | 2.45955551 | 6.049413307 |
| 13 | Student 13 | 55.20268806 | 58.39748076 | -3.1947927 | 10.2067004 |
| 14 | Student 14 | 72.54498157 | 65.39538139 | 7.14960018 | 51.11678273 |
| 15 | Student 15 | 63.87383481 | 60.7301143 | 3.14372051 | 9.882978645 |
| 16 | Student 16 | 74.71276826 | 60.7301143 | 13.98265396 | 195.5146118 |
| 17 | Student 17 | 57.37047475 | 60.7301143 | -3.35963955 | 11.28717791 |
| 18 | Student 18 | 55.20268806 | 49.06694658 | 6.13574148 | 37.64732351 |
| 19 | Student 19 | 48.69932799 | 46.73431304 | 1.96501495 | 3.861283754 |
| 20 | Student 20 | 66.0416215 | 60.7301143 | 5.3115072 | 28.21210874 |
| 21 | Student 21 | 31.35703447 | 28.07324469 | 3.28378978 | 10.78327532 |
| 22 | Student 22 | 42.19596792 | 44.4016795 | -2.20571158 | 4.865163574 |
| 23 | Student 23 | 55.20268806 | 51.39958013 | 3.80310793 | 14.46362993 |
| 24 | Student 24 | 68.20940819 | 60.7301143 | 7.47929389 | 55.93983709 |
| 25 | Student 25 | 42.19596792 | 49.06694658 | -6.87097866 | 47.21034775 |
| 26 | Student 26 | 55.20268806 | 58.39748076 | -3.1947927 | 10.2067004 |
| 27 | Student 27 | 37.86039454 | 32.73851178 | 5.12188276 | 26.23368301 |
| 28 | Student 28 | 55.20268806 | 51.39958013 | 3.80310793 | 14.46362993 |
| 29 | Student 29 | 42.19596792 | 42.06904595 | 0.12692197 | 0.016109186 |
| 30 | Student 30 | 29.18924778 | 25.74061115 | 3.44863663 | 11.89309461 |
| Total | | 1597.550401 | 1523.326335 | 74.22406564 | 821.4943674 |

B. Data analysis

1. Based on the data presented on the table 4.2 and 4.3 above, the researcher analyzed those data by using t-test formula, as follows:

$$t_o = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum Y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Where:

M : mean of each group

N : number of respondents

x : deviation standard of x_1 and x_2 value

y : deviation standard of y_1 and y_2

- a. For Experimental Group:

x_1 : Post questionnaire of experimental group

x_2 : Pre questionnaire of experimental group

X : Difference of post questionnaire and pre questionnaire

X^2 : The Square of difference of post questionnaire and pre questionnaire

$$M_x = \frac{\sum x}{N} = \frac{229,80}{30} = 7,66$$

$$\begin{aligned} \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} \\ &= 4094.222 - \frac{(229,80)^2}{30} \\ &= 4094.222 - \frac{52808,04}{30} \\ &= 4094.222 - 1760,268 \\ &= 2333,954 \end{aligned}$$

b. For Control Group

y_1 : Post questionnaire of control group

y_2 : Pre questionnaire of control group

Y : Difference of post questionnaire and pre questionnaire

Y^2 : The square of difference of post questionnaire and pre questionnaire

$$M_y = \frac{\sum Y}{N} = \frac{74,224}{30} = 2,474$$

$$\begin{aligned}
\Sigma Y^2 &= \Sigma Y^2 - \frac{(\Sigma Y)^2}{N} \\
&= 821,50 - \frac{(74,224)^2}{30} \\
&= 821,50 - \frac{5509,202}{30} \\
&= 821,50 - 183,640 \\
&= 637,86
\end{aligned}$$

$$\begin{aligned}
t_o &= \frac{M_X - M_Y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma Y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}} \\
&= \frac{7,66 - 2,474}{\sqrt{\left(\frac{2333,954 + 637,86}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\
&= \frac{5,186}{\sqrt{\left(\frac{2971,814}{58}\right) \left(\frac{2}{30}\right)}} \\
&= \frac{5,186}{\sqrt{51,238 \times 0,066}} \\
&= \frac{5,186}{\sqrt{3,381}} \\
&= \frac{5,186}{1,838} \\
t_o &= 2,821
\end{aligned}$$

$$\begin{aligned}
 db &= N_x + N_y \\
 &= 30 + 30 - 2 \\
 &= 58
 \end{aligned}$$

After calculating the T-test, the score is 2.821. Then, it should be consulted with T-table. The critical value of t level in significance of 5% is 1.67 and 1% is 2.39, or $1.67 < 2.821 > 2.39$ thereby, t-score is significant in level of 5% and 1%.

2. To find out the effect of using English song, it can be seen by using following formula:

Table 4.4

The Differences Impact Between Experimental and Control Group

| Group | Time 1 | Time 2 | Difference |
|--------------|---------------|---------------|--|
| Experimental | 1500.892 | 1730.687 | $1730.687 - 1500.892 = 229.794$ |
| Control | 1523.326 | 1597.550 | $1597.550 - 1523.326 = 74.224$ |
| | | | $229.794 - 74.224 = 155.57$ (estimated impact of using English song) |

(Jackson, 1995:75)

Therefore, the researcher interprets that the students' motivation in learning grammar of experimental group is higher than control class. There is

significant effect of using English song in experimental group. To know the percentage from pre and post questionnaire of both two groups, the researcher also analyzed the data by looking for percentage of each student's motivation of experimental and control group, as follows:

a. Experimental Group

$$\frac{1730.687 - 1500.892}{1500.892} \times 100 = \frac{229.795}{1500.892} \times 100 = 15.31\%$$

b. Control Group

$$\frac{1597.550 - 1523.326}{1523.326} \times 100 = \frac{74.224}{1523.326} \times 100 = 4.87\%$$

Based on the second formula, The percentage of experimental group after using English song increase to 15.31% while the percentage of control group only increases to 4.87% . It means that there is an effect of using English song toward students' motivation in learning grammar about 15.31%.

C. Testing Hypothesis

Based on the t-test calculation, the t score is 2.821. Meanwhile the t-table at the 5 level of significance and 58 degree of freedom is 1.67 and 2.39 at the 1 level. Since the t calculation is higher than t-table the alternative hypothesis is accepted. Consequently, the null hypothesis is rejected. In other word there is

significant difference between the students' motivation in learning grammar in experimental group and the students' motivation in learning grammar in control group.

D. Interpretation

According to the research data above, the students' motivation in learning grammar on experimental group taught by using English song increased to 15.31%, and this result is line with the result of t test formula there isaneffect of using English song, and then there is a significant difference toward motivation in learning grammar between students on experimental group and control group.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the presentation of the study in the previous chapter, it can be concluded as the following points:

1. The result of pre questionnaire on the experimental group is 1500.892. The pre questionnaire distributed before implementing the use of English song.
2. The result of post questionnaire increased after implementing the use of English song. The researcher got the data that the students' motivation in learning grammar is 1730.687. It means that there is effect of using English song. It increased to 229.794 points.
3. From the data analysis by using t-test formula, there is significant difference between the students' motivation in learning grammar on experimental group taught by using English song and the students' motivation in learning grammar on control group taught by using conventional strategies (without English song). In other words, the alternative hypothesis is accepted at 5% significant level is 1.67 and at 1% significant level is 2.39 and the result of this research is 2.821 or $1.67 < 2.821 > 2.39$. It means that the t calculation is higher than t-table in levels significance of 5% and 1%.

Therefore, the researcher concludes that the use of English song provides the effect toward students' motivation in learning grammar and it is effective to increase students' motivation in learning grammar because there is a significant difference result between students' motivation in learning grammar on experimental group and students' motivation on control group.

B. Suggestion

Finally, the writer would give some useful suggestions to the following persons concern with English teaching learning activity, particularly in teaching grammar which included into writing or speaking skill, they are as follows :

1. Some Suggestion for the English Teachers

The English teachers are expected to use various techniques and strategies in teaching and learning process which increase the students' motivation in learning, especially in teaching grammar. The teachers should make the students feel that they need enjoyment or some activities that involve them in it, so that they will be interested and become motivated in learning. Using English song is one of the techniques that can be considered to teach English effectively. Therefore, the writer would like to suggest some points that can be the teachers' consideration in using English song in teaching learning process, such as the appropriate English song that will be

used in teaching learning process, the preparation before applying the use of English song. The suitable of song based on the material that will be taught, the teachers need to be creative in applying the song, so that the students feel joyful in learning process.

2. Some Suggestion for the Next Researchers

The writer hopes this thesis will give the meaningful contribution forreference to those of next researchers who are interested in carrying out the research in simillar discussion topic. The writer also expects that this thesis can be guidance for the next researchers who carry out an experimental research.

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APPENDIX 1

LESSON PLAN OF EXPERIMENTAL GROUP

Subject : English

Topic : Let's Read and Write

Sub topic : Present Perfect Tense

Class/semester : VIII/A2

Time Allocation : 2x45 minutes

Standard competence : revealing the meaning on the functional text and essay in
descriptive and recount form to interact.

Based competence : describe the steps in short essay

Indicator : - completing descriptive text and recount
- Arranging the text

The lesson purpose : students are able to make simple sentences and arrange it into
descriptive and recount text.

Teaching activities :

A. Pre activities

- Greeting
- Teacher does the classroom administration
- Playing the song as a warming up

B. While Activities

- Teacher plays a song (I still haven't found what I'm looking for – U2)
- The teacher and students translate the lyric of song
- The teacher explains about Present Perfect Tense
- Teacher asks the students to find the example of Present Perfect Tense on the lyric of song
- Teacher asks students to write the example of Present Perfect Tense on the whiteboard
- Teacher asks the students to do exercise on the textbook.

C. Post activities

- Teacher and students evaluate and analyze the answer of the exercise on the board.
- conclude the lesson
- Teacher asks students to tell their experience by using present perfect tense sentences (as a homework)
- Teacher plays the song before closing the class.

Pekanbaru, 06 Maret 2011

Headmaster

English Teacher

Researcher

FIRDAUS, S.Ag

MELIOFATRIA, S.Pd

DASMARIZA

LESSON PLAN OF EXPERIMENTAL GROUP

Subject : English
Topic : Let's Read and Write
Sub topic : Indirect Speech
Class/semester : VIII/A2
Time Allocation : 2x45 minutes

Standard competence : revealing the meaning on the functional text and essay in
descriptive and recount form to interact.

Based competence : describe the steps in short essay

Indicator :- completing descriptive text and recount
- Arranging the text

The lesson purpose :students are able to make simple sentences and arrange it into
descriptive and recount text.

Teaching activities :

- Pre activities
 - Greeting
 - Teacher does the classroom administration
 - Playing the song as a warming up

B. While Activities

- Teacher plays a song (Insyaallah – Maher Zain)
- The teacher and students translate the lyric of song
- The teacher explains about indirect speech
- Teacher asks the students to find the example of indirect speech on the lyric of song
- Teacher asks students to write the example of indirect speech on the whiteboard
- Teacher asks the students to do exercise on the textbook.

C. Post activities

- Teacher and students evaluate and analyze the answer of the exercise on the board.
- concluding the lesson
- Teacher asks students to tell their experience by using indirect speech sentences (as a homework)
- Teacher plays the song before closing the class.

Pekanbaru, 14 Maret 2011

Headmaster

English Teacher

Researcher

FIRDAUS, S.Ag

MELIOFATRIA, S.Pd

DASMARIZA

LESSON PLAN OF EXPERIMENTAL GROUP

Subject : English
Topic : Let's Listen and Talk
Sub topic : Passive Voice (Present Form)
Class/semester : VIII/A2
Time Allocation : 2x45 minutes

Standard competence : revealing the meaning on the functional text and essay in
descriptive and recount form to interact.

Based competence : describe the steps in short essay

Indicator :- completing descriptive text and recount
- Arranging the text

The lesson purpose :students are able to make simple sentences and arrange it into
descriptive and recount text.

Teaching activities :

A. Pre activities

- Greeting
- Teacher does the classroom administration
- Playing the song as a warming up

B. While Activities

- The teacher plays a song (you are loved – Josh Groban)
- The teacher and students translate the lyric of song
- The teacher explains about Passive Voice (Present Form)
- The teacher asks students to underline in the lyrics instances of the targeted grammatical feature of Passive Voice (Present Form)
- Teacher asks the students to make short conversation using Passive Voice (Present Form).

C. Post activities

- Teacher and students evaluate and analyze the conversation of each group
- Concluding the lesson
- Teacher gives homework to the students
- Teacher plays the song before closing the class.

Pekanbaru, 21 Maret 2011

Headmaster

English Teacher

Researcher

FIRDAUS, S.Ag

MELIOFATRIA, S.Pd

DASMARIZA

LESSON PLAN OF CONTROL GROUP

Subject : English

Topic : Let's Read and Write

Sub topic : Present Perfect Tense

Class/semester : VIII/B4

Time Allocation : 2x45 minutes

Standard competence : revealing the meaning on the functional text and essay in descriptive and recount form to interact.

Based competence : describe the steps in short essay

Indicator : - completing descriptive text and recount
- Arranging the text

The lesson purpose : students are able to make simple sentences and arrange it into descriptive and recount text.

Teaching activities :

A. Pre activities

- Greeting
- Teacher does the classroom administration
- Teacher tells about the topic

B. While Activities

- Teacher explain about present perfect tense
- Teacher asks the students to find the examples
- Teacher asks students to write on the whiteboard
- Teacher asks the students do exercise on the textbook.

C. Post activities

- Teacher and students evaluate and analyze the answer of the exercise on the board.
- conclude the lesson
- Teacher asks students to tell their experience by using present perfect tense sentences (as homework).
- Closing the class

Pekanbaru, 06 Maret 2011

Headmaster

English Teacher

Researcher

FIRDAUS, S.Ag

MELIOFATRIA, S.Pd

DASMARIZA

LESSON PLAN OF CONTROL GROUP

Subject : English
Topic : Let's Read and Write
Sub topic : Indirect Speech
Class/semester : VIII/A4
Time Allocation : 2x45 minutes

Standard competence : revealing the meaning on the functional text and essay in
descriptive and recount form to interact.

Based competence : describe the steps in short essay

Indicator :- completing descriptive text and recount
- Arranging the text

The lesson purpose :students are able to make simple sentences and arrange it into
descriptive and recount text.

Teaching activities :

A. Pre activities

- Greeting
- Teacher does the classroom administration
- Teacher tells about the topic

B. While Activities

- Teacher explains about indirect speech

- Teacher asks the students to find the examples
- Teacher asks students to write on the whiteboard
- Teacher asks the students do exercise on the textbook.

C. Post activities

- Teacher and students evaluate and analyze the answer of the exercise on the board.
- concluding the lesson
- Teacher asks students to tell their experience by using indirect speech sentences (as a homework)
- Closing the class.

Pekanbaru, 14 Maret 2011

Headmaster

English Teacher

Researcher

FIRDAUS, S.Ag

MELIOFATRIA, S.Pd

DASMARIZA

LESSON PLAN OF CONTROL CLASS

Subject : English

Topic : Let's Listen and Talk

Sub topic : Passive Voice (Present Form)

Class/semester : VIII/B4

Time Allocation : 2x45 minutes

Standard competence : revealing the meaning on the functional text and essay in descriptive and recount form to interact.

Based competence : describe the steps in short essay

Indicator :- completing descriptive text and recount
- Arranging the text

The lesson purpose :students are able to make simple sentences and arrange it into descriptive and recount text.

Teaching activities :

A. Pre activities

- Greeting
- Teacher does the classroom administration
- Teacher tells about the topic

B. While Activities

- Teacher explains about Passive Voice (Present Form)
- Teacher asks the students to find the examples
- Teacher asks students to write on the whiteboard
- Teacher asks the students to express the grammar points on the conversation on the textbook.

C. Post activities

- Teacher and students evaluate and analyze the answer of the exercise on the board.
- concluding the lesson
- Teacher asks students to tell their experience by using Passive Voice form (as a homework)
- Closing the class.

Pekanbaru, 21 Maret 2011

Headmaster

English Teacher

Researcher

FIRDAUS, S.Ag

MELIOFATRIA, S.Pd

DASMARIZA

APPENDIX 2

MODULE

PRESENT PERFECT TENSE

THE LYRIC OF SONG:

I Still Haven't Found What I'm Looking For – U2

| | |
|--|---|
| I have climbed highest mountains | It was warm in the night |
| I have run through the fields | I was cold as a stone |
| Only to be with you | But I still haven't found what I'm |
| Only to be with you | looking for 2x |
| I have run | I believe in the kingdom Come |
| I have crawled | When all the colors will bleed into one |
| I have scaled these city walls | Bleed into one |
| These city walls | Well, yes I'm still running |
| Only to be with you | You broke the bonds and you loosened |
| But I still haven't found what I'm | the chains |
| looking for 2x | Carried the cross of all my shame |
| I have felt the healing fingertips | All my shame |
| It burned like a fire | You know I believe it |
| This burning desire | But I still haven't found what I'm |
| I have spoke with the tongue of angels | looking for 2x |
| I have held the hand of a devil | |

Discussion:

I have climbed highest mountains

I have run through the fields

The sentences above tell that something has happened without exact time. So the sentences use **present perfect tense**.

We use the present perfect tense to **express things** we have done in our lives or our achievement. We do not usually give the exact time. It can be said that we use the present perfect tense to talk about an action which started in the past and continuous up to now.

Here is the pattern:

Subject + Have/Has + Verb 3

| Positive | Short Forms | Negative |
|-----------------------|---------------------|------------------------------------|
| I/ You have worked. | I/ You've worked. | I/ You have not (haven't) worked. |
| She/he/It has worked. | She/he/It's worked. | She/he/It has not (hasn't) worked. |
| We/They have worked. | We/They've worked. | We/They have not (haven't) worked. |

| Questions | Short Answers | |
|-----------------------|---------------------|-----------------------|
| Have I/ you worked? | Yes, I have. | No, you haven't. |
| Has she/he/it worked? | Yes, she/he/it has. | No, she/he/it hasn't. |
| Have we/they worked? | Yes, we/they have. | No, we/they haven't. |

Adverb of Time: Since yesterday, For three days, Three times, Many times, Several times, Before.

We often use present perfect with “**already**” and “**yet**”.

Example:

1. The cyclone has **already** stopped.
2. Dorothy hasn’t met the Wizard of Oz **yet**.

We use **already** to say that something *has happened*. **Already** is usually placed before the past participle.

We use **yet** to say that something *hasn’t happened*. **Yet** is usually placed at the end of the sentence.

| Follow by Verb | Follow by Non Verb |
|---|---|
| They have (already) spoken English | He has been sick for three days. |
| They have not spoken English (yet) | He has not been here yet. |
| Have they spoken English? | Has he been at home? |
| How long have they spoken English? | How many times has he been here? |
| Have not they spoken English? | |

Exercise:

1. They chess for two hours. (play)
2. Putri a short story since seven o’clock. (write)
3. My brother English for two years. (study)
4. The students the problem for an hour. (discuss)
5. The technician the computer since this morning. (repair)

INDIRECT SPEECH

THE LYRIC OF SONG:

Maher Zain - Inyaallah

| | |
|--|---------------------------------------|
| Every time you feel like you cannot go | of shame |
| on | |
| You feel so lost than | Don't despair and never lose hope |
| That you're so alone | Cause Allah is always by your side |
| All you see is night | Insya Allah 2x |
| And darkness all around | Insya Allah you'll find your way |
| You feel so helpless | Insya Allah 2x |
| You can't see which way to go | Insya Allah you'll find your way |
| Don't despair and never lose hope | |
| Cause Allah is always by your side | Turn to Allah |
| | He's never far away |
| Insya Allah 2x | Put your trust in Him |
| Insya Allah you'll find your way | Raise your hands and pray |
| | OOO Ya Allah |
| Every time you can make one more | Guide my steps don't let me go astray |
| mistake | You're the only one that showed me |
| You feel you can't repent | the way, |
| And that its way too late | Showed me the way 2x |
| You're so confused, wrong decisions | Insya Allah 2x |
| you have made | Insya Allah we'll find the way |
| Haunt your mind and your heart is full | |

Discussion:

You feel so helpless

You can't see which way to go

The lyrics above could be change into indirect speech, they are:

1. DS : “You feel so helpless”

IS : He said that he felt so helpless

2. DS : You can't see which way to go

IS : She said that she couldn't see which way to go.

We use *indirect speech* when we report what people said. In direct speech, the tense usually goes “one step” back. Look at the table below.

| Direct Speech | Indirect Speech |
|---|---|
| <i>simple present tense</i> “I always go to school”. | <i>simple past tense</i> She said that she always went to school. |
| <i>Present continuous</i> “I'm doing my homework”. | <i>Past continuous</i> She said that she was doing her homework. |
| <i>Simple past/present perfect</i> “I did not do my test well”. “I have sent an email”. | <i>Past perfect</i> She said that she had not done her test well. She said that she had sent an email. |
| <i>Modals</i> “I'll see you at the party”. “I can tell stories in English”. “You must be careful”. | <i>Modals</i> She said that she would see me at the party. She said that she could tell stories in English. She said that I had to be careful. |

Be careful when you use **tell** and **say**. Tell always needs a direct object while say always needs an indirect object.

| Incorrect | Correct |
|-------------------|-----------------|
| She told to me... | She told me ... |
| She said me... | She said ... |

Exercise:

A. 'Told' or 'said'? Complete the sentences below with 'said' or 'told'.

1. Janet ... that she was hungry.
2. Lucy ... me that she lived in Canada.
3. I ... them that I didn't agree with them.
4. Anwar ... that he couldn't lend me his book.
5. Belle ... the Beast that she loved him.
6. The poor farmer ... the Giant that they wanted a child.
7. Takatuliang ... that he only brought a doll.
8. Dorothy ... that she was afraid.

B. Practice. Put the sentences below into indirect speech.

1. "You are very beautiful."

The prince told Cinderella that ...

2. "Snow White is the prettiest of them all."

The mirror said that ...

3. "You can stay with us."

The dwarves told Snow White that ...

4. "You must give me your child."

The Giant told the farmers that ...

5. "I have no brains."

The Scarecrow said that ...

6. "I want to have a heart."

The Tinman said that ...

7. "You have set us free."

The Munchkins told Dorothy that ...

8. "You must follow the Yellow Brick Road."

The Good Witch told Dorothy that ...

PASSIVE VOICE (PRESENT FORM)

The Lyric of Song:

Josh Groban - You Are Loved Lyric

Don't give up
It's just the weight of the world
When your heart's heavy I
I will lift it for you

Don't give up
Because you want to be heard
If silence keeps you I
I will break it for you

Everybody wants to be understood
Well I can hear you

Everybody wants to be loved
Don't give up

Because you are loved

Don't give up
It's just the hurt that you hide
When you're lost inside I
I'll be there to find you

Don't give up
Because you want to burn bright
If darkness blinds you I
I will shine to guide you

Everybody wants to be understood
Well I can hear you

Everybody needs to be loved
Don't give up

Because...you are loved

Don't give up
It's just the weight of the world

Don't give up
Everyone needs to be loved

You are loved

Discussion:

1. *Because you are loved*

⇒ The sentence above is a passive voice form, while the positive form is *someone or anyone loves you*.

Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.

The passive voice formula:

Be (am, is & are) + Pass Participle

- ⇒ The **object** in “active” becomes **subject** in “passive” sentence
- ⇒ The **subject** in “active” becomes **object** in “passive” sentence
- ⇒ **Be** in “passive” is adjusted with **be** in “active”

Example:

| Active | Passive |
|---------------------------------|---------------------------------------|
| My father builds a house | A house is build by my father |
| He sells the honey everyday | The honey is sold by him |
| My uncle calls me | I am called by my uncle |
| Mary invites them to her parity | They are invited by Mary to her party |
| A cat eats the rice | The rice is eaten by a cat |

Exercise:

Change the active sentence become passive sentence!

1. Ali use my pen everyday
2. The teacher teaches us English every Wednesday
3. My father repairs my bicycle
4. Rheeza sends me much money
5. My brother drives a car

APPENDIX 3

The Recapitulation of Observation Data on Experimental Group

| No | Indicators of using English song | Frequency of Alternative answer | |
|--------------|--|---------------------------------|-----------|
| | | Yes | No |
| 1. | The teacher checks the attendance list | 6 | - |
| 2. | The teacher tells the topic and the purpose of playing a song | 3 | 3 |
| 3. | The teacher hands over the lyric to students | 6 | - |
| 4. | The teacher plays a song two times then sing together | 6 | - |
| 5. | The teacher elicits from students what they have understood. | 6 | - |
| 6. | The teacher and students translate the lyric of song | 3 | 3 |
| 7. | The teacher explains about grammar future and put relevant information on the whiteboard | 6 | - |
| 8. | The teacher asks students to underline in the lyrics instances of the targeted grammatical feature | 3 | 3 |
| 9. | The teacher asks for student volunteers to write on the whiteboard of the examples they have found | 6 | |
| 10. | The teacher makes sure the students understand about the lesson and then give them homework. | 4 | 2 |
| 11. | The teacher plays the song again as closing the class | 6 | - |
| Total | | 55 | 11 |

APPENDIX 4

The formula of observation result percentage, as follow:

$$P = \frac{F}{N} \times 100$$

Where:

P = percentage

F = frequency

N = Number of items

The interpretation of the formula above is as follows:

| The Score Level | Category |
|------------------------|-----------------|
| 76% - 100% | Very Good |
| 56% - 75% | Good |
| 40% - 55% | Less |
| Less than 40% | Bad |

(Arikunto, 1998:246)

APPENDIX 5

Questionnaire (For Try Out Group)

Respondent:

The second year students of MTs DarulHikmahPekanbaru

Name :

Class :

Direction:

- a. This test is aimed to get research purposes only
- b. You are required to checklist or cross 1, 2, 3, or 4 in accordance with your answer;
 1. Strongly Agree (SA)
 2. Agree (A)
 3. Disagree
 4. Strongly Disagree (SD)
- c. Thank for your participations

| No | Items | SA | A | D | DA | SD |
|----|---|----|---|---|----|----|
| 1. | I always do preparation before English class | | | | | |
| 2. | I follow the English class seriously | | | | | |
| 3. | I bring English text book when learning grammar | | | | | |
| 4. | I feel spirit of learning grammar | | | | | |
| 5. | I always try to apply grammar correctly in writing and speaking | | | | | |
| 6. | I pay attention to learning grammar | | | | | |
| 7. | I feel relax when learning grammar | | | | | |
| 8. | I feel sleepy while learning grammar | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 9. | I am afraid if I make mistakes on using grammar in writing or speaking | | | | | |
| 10. | I enquire to teacher | | | | | |
| 11. | I feel enjoy in learning grammar | | | | | |
| 12. | I like to answer the questions from my teacher and friends | | | | | |
| 13. | I practice grammar that I ever study when I was speaking or writing | | | | | |
| 14. | I study grammar under pressure | | | | | |
| 15. | I am able to answer teacher's question related to the lesson | | | | | |
| 16. | I am interested in teaching and learning process | | | | | |
| 17. | I ask to my friend about the lesson that I do not understand | | | | | |
| 18. | I always review grammar point at home | | | | | |
| 19. | Learning grammar make me confuse | | | | | |
| 20. | I have group of learning English to discuss the English lessons | | | | | |
| 21. | I study English when I have homework only | | | | | |
| 22. | I have some grammar books | | | | | |
| 23. | I feel relaxed when learning grammar | | | | | |
| 24. | I ask to the teacher if I do not understand the lesson | | | | | |
| 25. | I still keep grammar point that I ever study in my mind | | | | | |
| 26. | I never leave the class during teaching learning process | | | | | |
| 27. | I always get high score in English | | | | | |
| 28. | I always make noisy when learning English | | | | | |
| 29. | I feel shy to ask to the teacher about the unclear lesson | | | | | |
| 30. | I like studying grammar | | | | | |

APPENDIX 6

Validity formula of the questionnaire items, as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

$$t_{test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t : score of t-test

r : correlation of coefficient of r_{test}

n : number of respondents

(Hartono, 2010:85)

APPENDIX 7

Recapitulation of Research Instrument Validity

| Number of item | t Test | t Table | Validity | Classification |
|----------------|--------------|---------|----------|----------------|
| 1 | 2.734899411 | 1.397 | Valid | Used |
| 2 | 5.308732862 | 1.397 | Valid | Used |
| 3 | 3.133182146 | 1.397 | Valid | Used |
| 4 | 2.863599166 | 1.397 | Valid | Used |
| 5 | 2.683441223 | 1.397 | Valid | Used |
| 6 | 1.781236799 | 1.397 | Valid | Used |
| 7 | 1.718639078 | 1.397 | Valid | Used |
| 8 | 0.625616305 | 1.397 | Invalid | Improved |
| 9 | -5.908548181 | 1.397 | Invalid | Improved |
| 10 | 1.739835345 | 1.397 | Valid | Used |
| 11 | 2.37267883 | 1.397 | Valid | Used |
| 12 | 3.813629887 | 1.397 | Valid | Used |
| 13 | 3.461557286 | 1.397 | Valid | Used |
| 14 | 0.821578703 | 1.397 | Invalid | Improved |
| 15 | 3.743667223 | 1.397 | Valid | Used |
| 16 | 4.803175621 | 1.397 | Valid | Used |
| 17 | 2.751992476 | 1.397 | Valid | Used |
| 18 | 2.350165255 | 1.397 | Valid | Used |
| 19 | -0.258752024 | 1.397 | Invalid | Improved |
| 20 | 1.356216228 | 1.397 | Invalid | Improved |
| 21 | 1.20839426 | 1.397 | Invalid | Improved |
| 22 | 3.126972608 | 1.397 | Valid | Used |
| 23 | 1.852169467 | 1.397 | Valid | Used |
| 24 | 1.991906537 | 1.397 | Valid | Used |
| 25 | 5.778520939 | 1.397 | Valid | Used |
| 26 | 2.037885836 | 1.397 | Valid | Used |
| 27 | 5.537717277 | 1.397 | Valid | Used |
| 28 | -5.35210352 | 1.397 | Invalid | Improved |
| 29 | 1.100569153 | 1.397 | Invalid | Improved |
| 30 | 2.755689487 | 1.397 | Valid | Used |

APPENDIX 8

Reliability formula of questionnaire items, as follow:

1. To know the score variants of each item with following formulas:

$$S_i = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N}$$

Explanation:

S_i : Variants of items score

$\sum X_1^2$: Total square of X_i

$(\sum X_1)^2$: total items of X_i are squared

N : number of respondents

2. Total score of all variant items

$$\sum S_i = S_1 + S_2 + S_3 + \dots \dots S_n$$

Explanation:

$\sum S_i$: Variant total of items

$\sum S_i = S_1 + S_2 + S_3 + \dots \dots S_n$: variant of 1st, 2nd, 3rd item

3. Variant total

$$S_t = \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{N}}{N}$$

Explanation:

S_t : Variant total

$\sum X_t^2$: The square total of X

$(\sum X_t)^2$: the total X is squared

N : number of respondents

4. Value of Alpha

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_i}{S_t} \right)$$

r_{11} : Reliability value

$\sum S_i$: Variant number of item score

S_t : Total of variants

k : number of items

(Hartono, 101)

APPENDIX 9

Pre and Post Questionnaire (For experimental and Control Group)

Respondent:

The second year students of MTs DarulHikmahPekanbaru

Name :

Class :

Directions:

- a. This test is aimed to get research purposes only
- b. You are required to checklist or cross 1, 2, 3, or 4 in accordance with your answer;
 1. Strongly Agree (SA)
 2. Agree (A)
 3. Disagree
 4. Strongly Disagree (SD)
- c. Thank for your participations

| No | Items | SA | A | D | DA | SD |
|----|--|----|---|---|----|----|
| 1. | I always do preparation before English class | | | | | |
| 2. | I follow the English class seriously | | | | | |
| 3. | I bring English text book when learning grammar | | | | | |
| 4. | I feel spirit of learning grammar | | | | | |
| 5. | I always try to apply grammar correctly in writing and speaking | | | | | |
| 6. | I pay attention to learning grammar | | | | | |
| 7. | I feel relax when learning grammar | | | | | |
| 8. | I feel a good atmosphere while learning grammar | | | | | |
| 9. | I do not think about my mistakes on using grammar in writing or speaking | | | | | |

| 10. | I enquire to teacher | | | | | |
|-----|---|--------------|---------------|--|--|--|
| 11. | I feel enjoy in learning grammar | | | | | |
| 12. | I like to answer the questions from my teacher and friends | | | | | |
| 13. | I practice grammar that I ever study when I was speaking or writing | | | | | |
| No | Students | Ordinal Data | Interval Data | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 14. | I feel disappointed if I got many grammar mistakes on my writing and speaking | | | | | |
| 15. | I am able to answer teacher's question related to the lesson | | | | | |
| 16. | I am interested in teaching and learning process | | | | | |
| 17. | I ask to my friend about the lesson that I do not understand | | | | | |
| 18. | I always review grammar point at home | | | | | |
| 19. | I feel excited to learning by using media such as (tape, VCD, TV, computer/laptop, etc.) | | | | | |
| 20. | I learn English to get high score in my school report card | | | | | |
| 21. | I always study hard to comprehend grammar | | | | | |
| 22. | I have some grammar books | | | | | |
| 23. | I feel relaxed when learning grammar | | | | | |
| 24. | I ask to the teacher if I do not understand the lesson | | | | | |
| 25. | I still keep grammar point that I ever study in my mind | | | | | |
| 26. | I never leave the class during teaching learning process | | | | | |
| 27. | I always get high score in English | | | | | |
| 28. | I bored with the teacher's routine | | | | | |
| 29. | I am so eager mastering grammar points | | | | | |
| 30. | I like studying grammar | | | | | |

| | | | |
|--------------|-----------------|---------------------|----------------------|
| 1 | Student 1 | 87 | 49.99751142 |
| 2 | Student 2 | 89 | 49.99974033 |
| 3 | Student 3 | 95 | 50.00642706 |
| 4 | Student 4 | 87 | 49.99751142 |
| 5 | Student 5 | 94 | 50.0053126 |
| 6 | Student 6 | 92 | 50.0030837 |
| 7 | Student 7 | 91 | 50.00196924 |
| No | Students | Ordinal Data | Interval Data |
| 9 | Student 9 | 80 | 49.98971024 |
| 10 | Student 10 | 96 | 50.00754151 |
| 11 | Student 11 | 83 | 49.99305361 |
| 12 | Student 12 | 100 | 50.01199933 |
| 13 | Student 13 | 95 | 50.00642706 |
| 14 | Student 14 | 83 | 49.99305361 |
| 15 | Student 15 | 95 | 50.00642706 |
| 16 | Student 16 | 92 | 50.0030837 |
| 17 | Student 17 | 86 | 49.99639697 |
| 18 | Student 18 | 98 | 50.00977042 |
| 19 | Student 19 | 99 | 50.01088488 |
| 20 | Student 20 | 94 | 50.0053126 |
| 21 | Student 21 | 96 | 50.00754151 |
| 22 | Student 22 | 95 | 50.00642706 |
| 23 | Student 23 | 80 | 49.98971024 |
| 24 | Student 24 | 96 | 50.00754151 |
| 25 | Student 25 | 84 | 49.99416806 |
| 26 | Student 26 | 93 | 50.00419815 |
| 27 | Student 27 | 67 | 49.97522233 |
| 28 | Student 28 | 97 | 50.00865597 |
| 29 | Student 29 | 89 | 49.99974033 |
| 30 | Student 30 | 89 | 49.99974033 |
| Total | | | 1500.892949 |

APPENDIX 10

The Interval Data of Pre Questionnaire on Experimental Group

| | | | |
|-------|------------|--------------|---------------|
| 1 | Student 1 | 123 | 70.45030675 |
| 2 | Student 2 | 118 | 64.31533742 |
| 3 | Student 3 | 115 | 60.63435583 |
| 4 | Student 4 | 106 | 49.59141104 |
| 5 | Student 5 | 123 | 70.45030675 |
| 6 | Student 6 | 102 | 44.68343558 |
| No | Students | Ordinal Data | Interval Data |
| 7 | Student 7 | 101 | 43.45644172 |
| 8 | Student 8 | 92 | 51.39958013 |
| 9 | Student 9 | 106 | 49.59141104 |
| 10 | Student 10 | 94 | 56.06484721 |
| 11 | Student 11 | 133 | 82.7202454 |
| 12 | Student 12 | 92 | 51.39958013 |
| 13 | Student 13 | 102 | 44.68343558 |
| 14 | Student 14 | 124 | 71.67730061 |
| 15 | Student 15 | 101 | 43.45644172 |
| 16 | Student 16 | 121 | 67.99631902 |
| 17 | Student 17 | 119 | 65.54233129 |
| 18 | Student 18 | 120 | 66.76932515 |
| 19 | Student 19 | 100 | 42.22944785 |
| 20 | Student 20 | 118 | 64.31533742 |
| 21 | Student 21 | 111 | 55.72638037 |
| 22 | Student 22 | 108 | 52.04539877 |
| 23 | Student 23 | 109 | 53.27239264 |
| 24 | Student 24 | 113 | 58.1803681 |
| 25 | Student 25 | 110 | 54.4993865 |
| 26 | Student 26 | 119 | 65.54233129 |
| 27 | Student 27 | 105 | 48.36441718 |
| 28 | Student 28 | 116 | 61.86134969 |
| 29 | Student 29 | 112 | 56.95337423 |
| 30 | Student 30 | 117 | 63.08834356 |
| | | 109 | 53.27239264 |
| | | 109 | 53.27239264 |
| | | 108 | 52.04539877 |
| Total | | | 1730.687117 |

APPENDIX 11

The Interval Data of Post Questionnaire on Experiment Group

| 4 | Student 4 | 91 | 49.06694658 |
|--------------|------------|--------------|--------------------|
| 5 | Student 5 | 88 | 42.06904595 |
| 6 | Student 6 | 90 | 46.73431304 |
| 7 | Student 7 | 96 | 60.7301143 |
| No | Students | Ordinal Data | Interval Data |
| 8 | Student 8 | 92 | 51.39958013 |
| 9 | Student 9 | 92 | 51.39958013 |
| 10 | Student 10 | 97 | 63.06274784 |
| 11 | Student 11 | 87 | 39.73641241 |
| 12 | Student 12 | 95 | 58.39748076 |
| 13 | Student 13 | 98 | 65.39538139 |
| 14 | Student 14 | 96 | 60.7301143 |
| 15 | Student 15 | 96 | 60.7301143 |
| 16 | Student 16 | 96 | 60.7301143 |
| 17 | Student 17 | 91 | 49.06694658 |
| 18 | Student 18 | 90 | 46.73431304 |
| 19 | Student 19 | 96 | 60.7301143 |
| 20 | Student 20 | 82 | 28.07324469 |
| 21 | Student 21 | 89 | 44.4016795 |
| 22 | Student 22 | 92 | 51.39958013 |
| 23 | Student 23 | 96 | 60.7301143 |
| 24 | Student 24 | 91 | 49.06694658 |
| 25 | Student 25 | 95 | 58.39748076 |
| 26 | Student 26 | 84 | 32.73851178 |
| 27 | Student 27 | 92 | 51.39958013 |
| 28 | Student 28 | 88 | 42.06904595 |
| 29 | Student 29 | 81 | 25.74061115 |
| 30 | Student 30 | | |
| Total | | | 1523.326335 |

APPENDIX 12

The Interval Data of Pre Questionnaire on Control Group

APPENDIX 13

The Interval Data of Post Questionnaire on Control Group

| | | | |
|--------------|------------|-----|--------------------|
| 1 | Student 1 | 94 | 53.03490137 |
| 2 | Student 2 | 96 | 57.37047475 |
| 3 | Student 3 | 95 | 55.20268806 |
| 4 | Student 4 | 93 | 50.86711468 |
| 5 | Student 5 | 94 | 53.03490137 |
| 6 | Student 6 | 90 | 44.36375461 |
| 7 | Student 7 | 102 | 70.37719488 |
| 8 | Student 8 | 93 | 50.86711468 |
| 9 | Student 9 | 95 | 55.20268806 |
| 10 | Student 10 | 92 | 48.69932799 |
| 11 | Student 11 | 99 | 63.87383481 |
| 12 | Student 12 | 89 | 42.19596792 |
| 13 | Student 13 | 95 | 55.20268806 |
| 14 | Student 14 | 103 | 72.54498157 |
| 15 | Student 15 | 99 | 63.87383481 |
| 16 | Student 16 | 104 | 74.71276826 |
| 17 | Student 17 | 96 | 57.37047475 |
| 18 | Student 18 | 95 | 55.20268806 |
| 19 | Student 19 | 92 | 48.69932799 |
| 20 | Student 20 | 100 | 66.0416215 |
| 21 | Student 21 | 84 | 31.35703447 |
| 22 | Student 22 | 89 | 42.19596792 |
| 23 | Student 23 | 95 | 55.20268806 |
| 24 | Student 24 | 101 | 68.20940819 |
| 25 | Student 25 | 89 | 42.19596792 |
| 26 | Student 26 | 95 | 55.20268806 |
| 27 | Student 27 | 87 | 37.86039454 |
| 28 | Student 28 | 95 | 55.20268806 |
| 29 | Student 29 | 89 | 42.19596792 |
| 30 | Student 30 | 83 | 29.18924778 |
| Total | | | 1597.550401 |

APPENDIX 14

T-test formula to find out the significant difference between the experimental and control group:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Using another formula:

To find out the effect of using English song, it can be seen by using another formula as follow:

The Differences Impact Between Experimental and Control Group

| group | Time 1 | Time 2 | Difference |
|--------------|---------------|---------------|--|
| Experimental | T1 | T2 | T2 – T1 = experimental impact |
| Control | T1 | T2 | T2 – T1 = control impact |
| | | | Experimental impact – control Impact = Estimated Impact of using English Song |

(Jackson, 1995:75)

Note:

T1 : Pre questionnaire before implementing the use of English song for experimental group and usual strategies for control group.

T2 : Post questionnaire after implementing the use of English song for experimental group and usual strategies for control group.

Pre and Post Questionnaire (For experimental and Control Group)

Respondent:

The second year students of MTs DarulHikmahPekanbaru

Name :

Class :

Directions:

- a. This test is aimed to get research purposes only
- b. You are required to checklist or cross 1, 2, 3, or 4 in accordance with your answer;
 1. Strongly Agree (SA)
 2. Agree (A)
 3. Disagree
 4. Strongly Disagree (SD)
- c. Thank for your participations

| No | Items | SA | A | D | DA | SD |
|-----------|--|-----------|----------|----------|-----------|-----------|
| 1. | I always do preparation before English class | | | | | |
| 2. | I follow the English class seriously | | | | | |
| 3. | I bring English text book when learning grammar | | | | | |
| 4. | I feel spirit of learning grammar | | | | | |
| 5. | I always try to apply grammar correctly in writing and speaking | | | | | |
| 6. | I pay attention to learning grammar | | | | | |
| 7. | I feel relax when learning grammar | | | | | |
| 8. | I feel a good atmosphere while learning grammar | | | | | |
| 9. | I do not think about my mistakes on using grammar in writing or speaking | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 10. | I enquire to teacher | | | | | |
| 11. | I feel enjoy in learning grammar | | | | | |
| 12. | I like to answer the questions from my teacher and friends | | | | | |
| 13. | I practice grammar that I ever study when I was speaking or writing | | | | | |
| 14. | I feel disappointed if I got many grammar mistakes on my writing and speaking | | | | | |
| 15. | I am able to answer teacher's question related to the lesson | | | | | |
| 16. | I am interested in teaching and learning process | | | | | |
| 17. | I ask to my friend about the lesson that I do not understand | | | | | |
| 18. | I always review grammar point at home | | | | | |
| 19. | I feel excited to learning by using media such as (tape, VCD, TV, computer/laptop, etc.) | | | | | |
| 20. | I learn English to get high score in my school report card | | | | | |
| 21. | I always study hard to comprehend grammar | | | | | |
| 22. | I have some grammar books | | | | | |
| 23. | I feel relaxed when learning grammar | | | | | |
| 24. | I ask to the teacher if I do not understand the lesson | | | | | |
| 25. | I still keep grammar point that I ever study in my mind | | | | | |
| 26. | I never leave the class during teaching learning process | | | | | |
| 27. | I always get high score in English | | | | | |
| 28. | I bored with the teacher's routine | | | | | |
| 29. | I am so eager mastering grammar points | | | | | |
| 30. | I like studying grammar | | | | | |

CURRICULUM VITAE



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Education

Elementary : SDN 033 Bangkinang(1995 - 2000)
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- 2011)